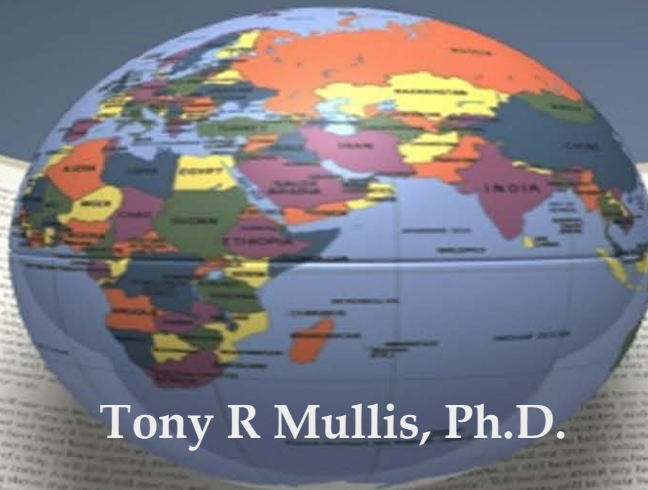




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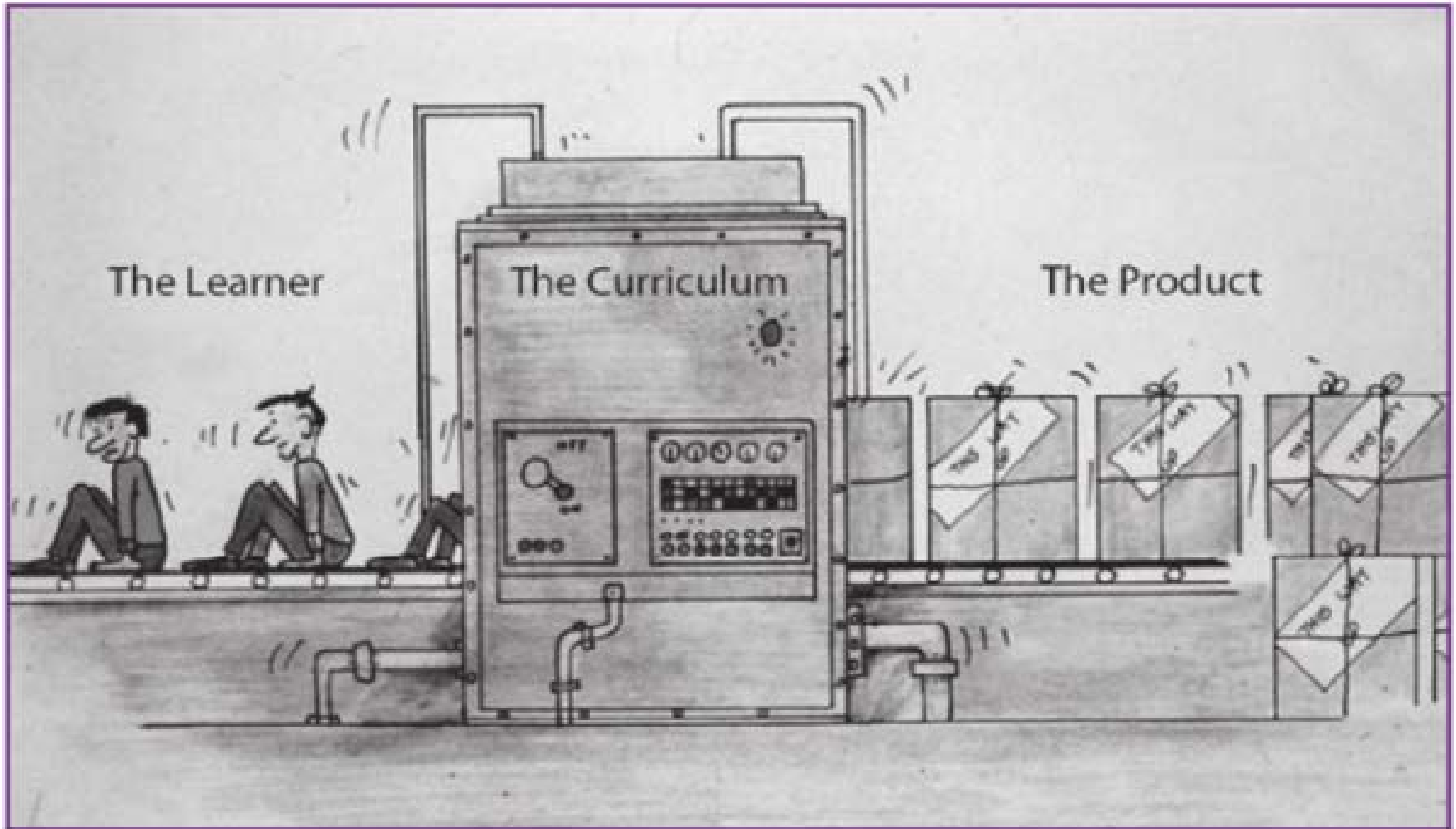
Integrated Curriculum



Tony R Mullis, Ph.D.

Impact through Insight

Curriculum Process – Linear and Non-Linear Perspectives



OBJECTIVES

- Define integrated curriculum
- Identify integrated curriculum types
- Discuss positive and negative aspects of an integrated curriculum
- Assess integrated curriculum methods

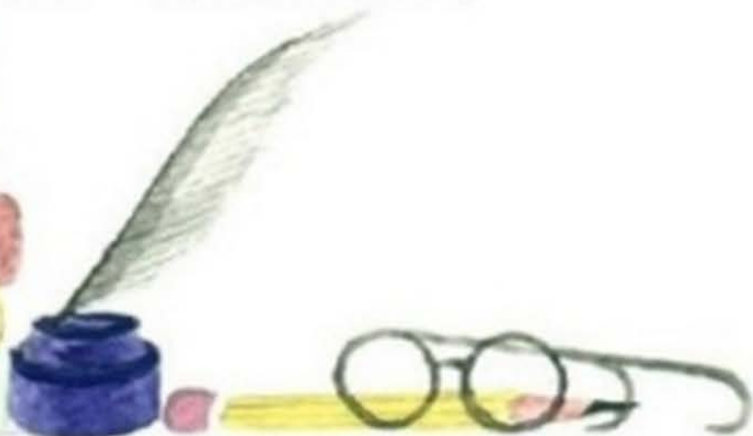
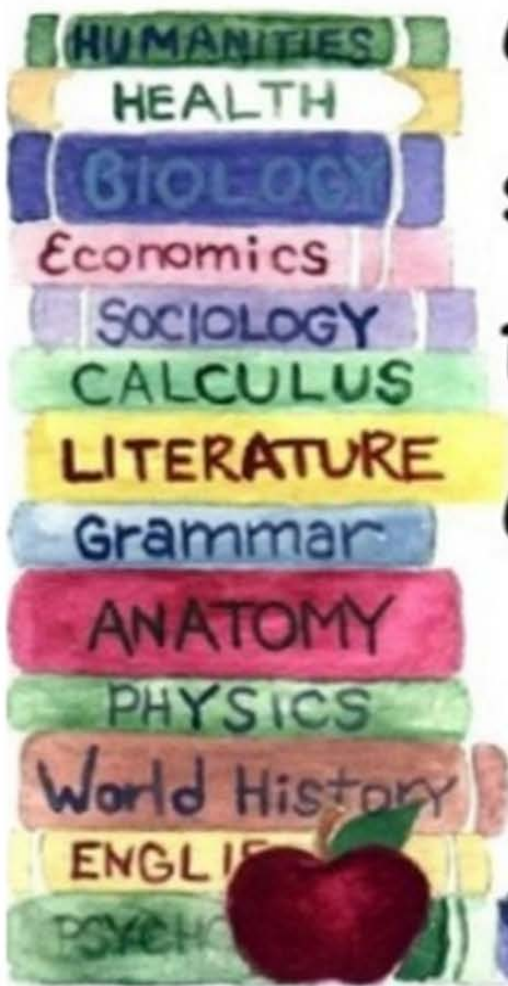


What is it?
Examples?
Benefits?
Challenges?



integrated curriculum

content is drawn from several subject areas to focus on a particular topic or theme.



Presented by: Brent Daigle, Ph.D.



National Council of Teachers of English (1935)

Correlation: may be as slight as casual attention to related materials in other subject areas . . . a bit more intense when teachers plan it to make the materials of one subject interpret the problems or topics of another.

Fusion: designates the combination of two subjects, usually under the same instructor or instructors.

Integration: the unification of all subjects and experiences.

Integrated Curriculum Defined

A curriculum approach that purposefully draws together knowledge, skills, attitudes, and values from within or across subject areas to develop a more powerful understanding of key ideas.

Curriculum integration occurs when components of the curriculum are connected and related in meaningful ways by both the students and teachers.

Integrated Curriculum

An approach to teaching and learning that is based on philosophy and pragmatism

Two parts:

1. Planned
2. Unplanned



To create, you must know, understand, apply, analyze, and evaluate.



Types of Integrated Curriculum

1. Within subject areas of specific academic disciplines (**Intra-disciplinary**)
2. Between subject areas (**Multidisciplinary** and **Interdisciplinary**)
3. Beyond subject areas of specific academic disciplines (**Transdisciplinary**)

Intradisciplinary

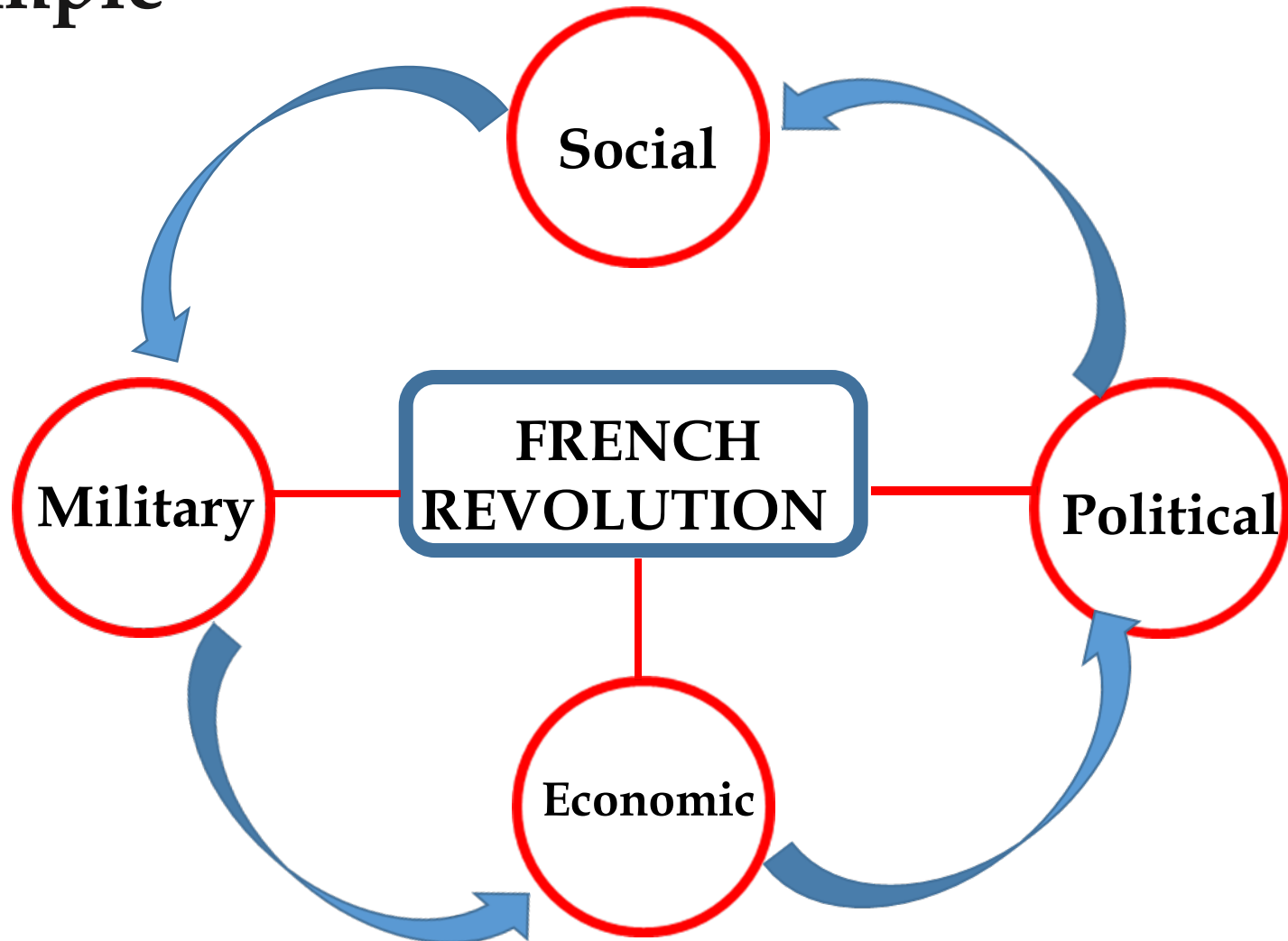
When teachers integrate the sub-disciplines within a subject area, they are using an intradisciplinary approach.

Knowledge and skills are connected and learned within one subject or discipline.

Learners' personal meaning and relevance of learning are enhanced by integrating of cognitive and affective domains with subject-areas knowledge and skills.

Integrating reading, writing, and oral communication in language arts is a common example.

Example



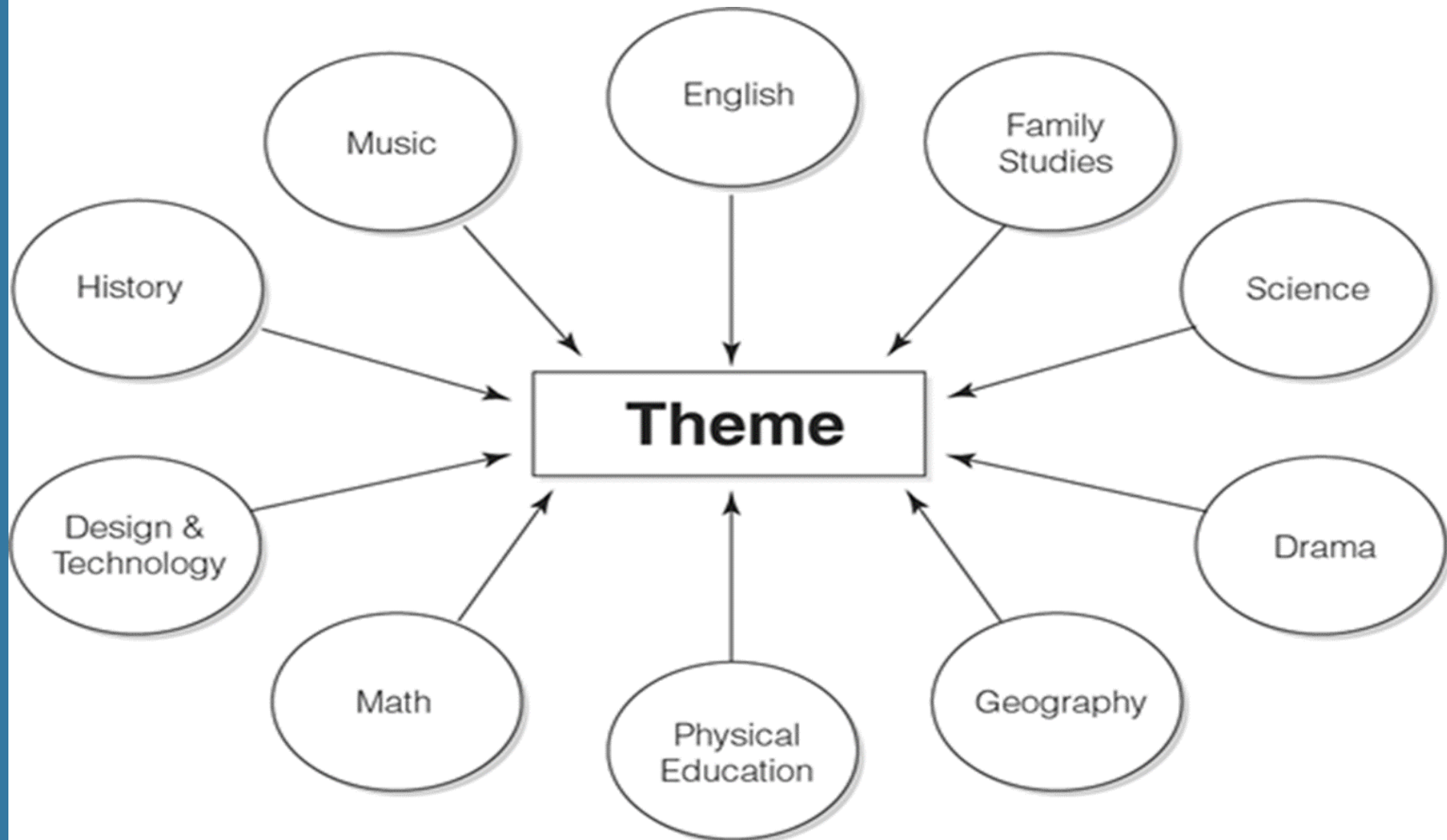
Multidisciplinary

Multidisciplinary approaches focus primarily on the disciplines.

Teachers who use this approach organize standards from the disciplines around a theme.

There are many different ways to create multidisciplinary curriculum, and they tend to differ in the level of intensity of the integration effort.

SAMPLE



Interdisciplinary Integration

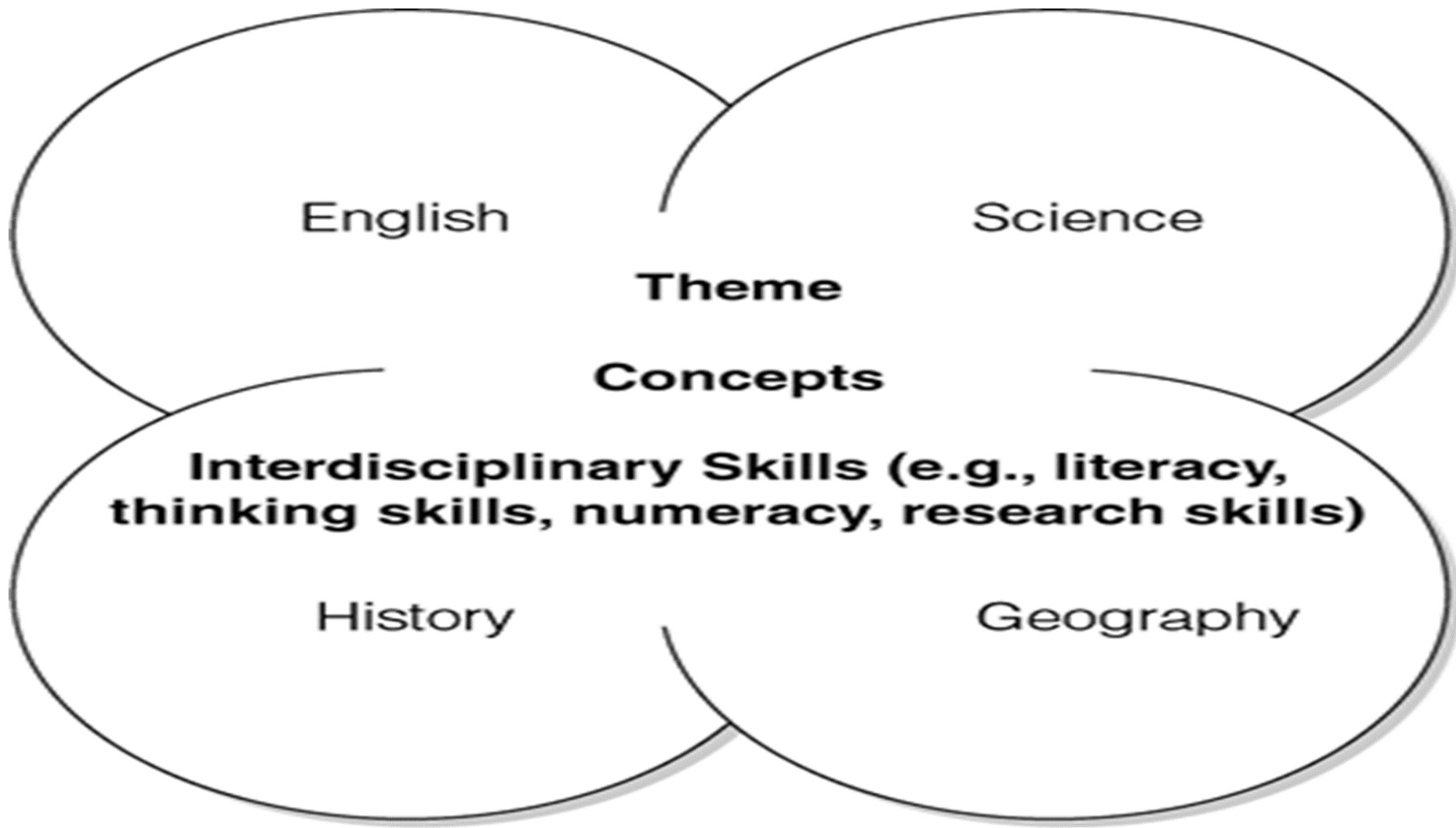
In this approach to integration, teachers organize the curriculum around common learning across disciplines.

They combine the common themes in the disciplines to emphasize interdisciplinary skills and concepts.

The disciplines are identifiable, but they assume less importance than in the multidisciplinary approach.

Writing across the curriculum – effective communication (CGSC – TLO)

Concept





Transdisciplinary

In the transdisciplinary approach to integration, teachers organize curriculum around student questions and concerns.

Students develop life skills as they apply interdisciplinary and disciplinary skills in a real-life context.

Two routes lead to transdisciplinary integration:

- **Project-based learning** (Military ethics/Mission Command)
- Negotiating the curriculum

Transdisciplinary Sample

Subject Areas

Theme

Concepts

Life Skills

Real-World Context

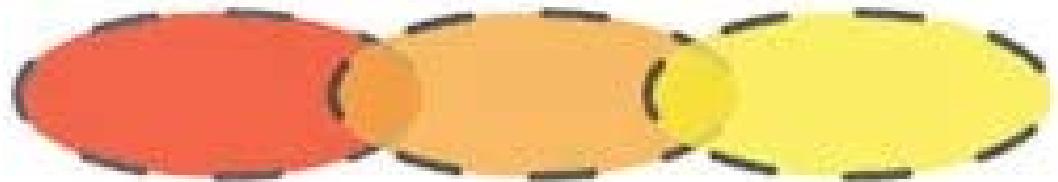
Student Questions

Summary

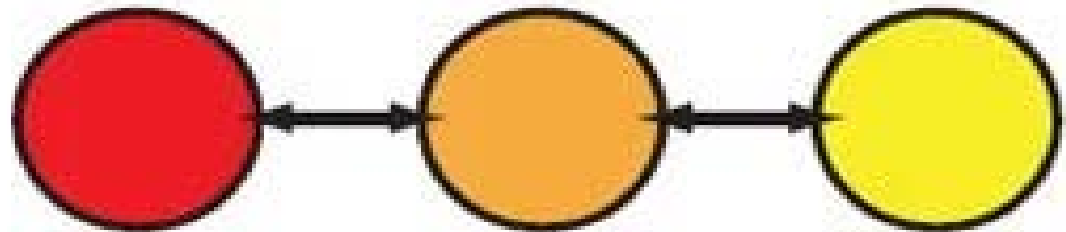
Transdisciplinary



Interdisciplinary



Multidisciplinary



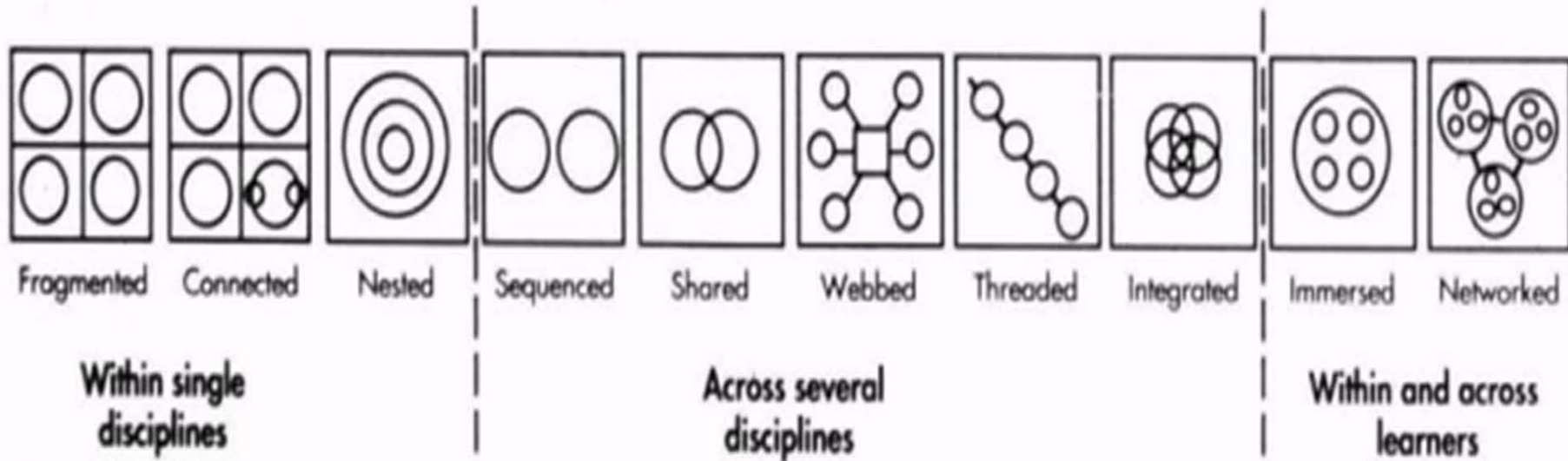
Disciplinary



Integrated Curriculum Methods

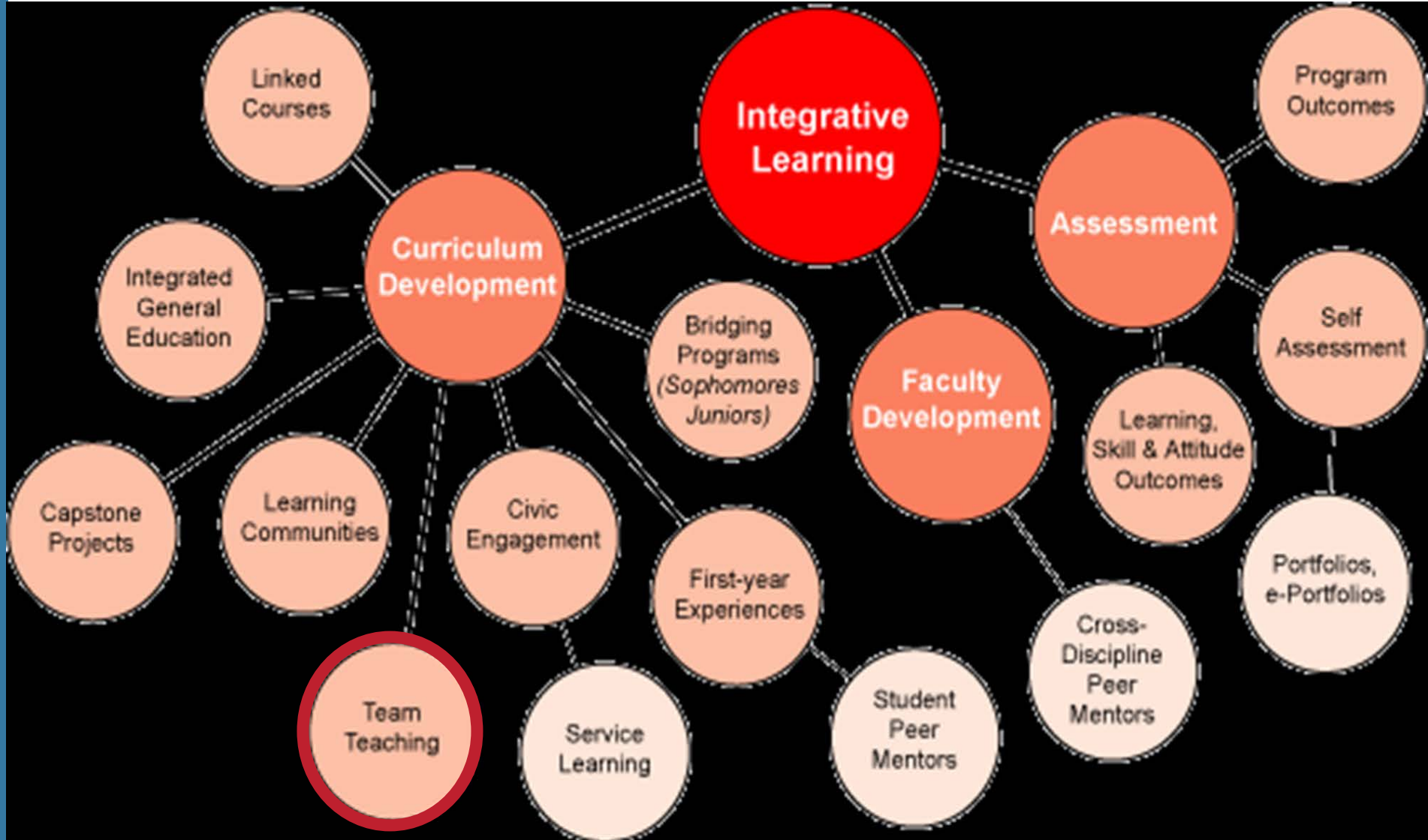
FIGURE 1

HOW TO INTEGRATE THE CURRICULUM



Reprinted with permission from: *The Mindful School: How to Integrate the Curricula* by Robin Fogarty, (Palatine, Ill.: Skylight Publishing, Inc., 1991), p. xiv.

Strategic Perspectives



Team Teaching as an Integration Method

ADVANTAGES

- Student learning styles
- Cross discipline emphasis
- Discipline equality
- Lateral transfer of expertise (perspectives)
- Open minded
- Synergy
- Critical thinking
- Assessment/Evaluation
- Risk of failure (+)

DISADVANTAGES

- Student learning styles
- Rigid personalities
- Faculty tied to single method
- Lack of control
- Favorite ideas or topics
- Greater time and energy
- Team integration time
- Lesson plan execution
- Risk of failure (-)

Last Word

Curriculum integration is not a package that will work perfectly for every school. Rather it is a philosophy and ideal of true democracy that we should strive toward in our classrooms and schools. It is far from easy, and teachers have many legitimate questions about how to make such a program work. Instead of focusing on the nuts and bolts of the perfect model of curriculum integration, consider the goal: a democratic education that provides real learning opportunities and respect for the great diversity of human needs.

– James Beane



References

<http://www.ascd.org/publications/books/103011/chapters/What-Is-Integrated-Curriculum%C2%A2.aspx>

